

**AN EVALUATION OF THE IMPLEMENTATION OF
CHRISTIAN RELIGIOUS KNOWLEDGE CURRICULUM IN PRIMARY
SCHOOLS IN KADUNA STATE**

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DECLARATION

I hereby declare that the work in thesis entitled “An Evaluation of the Implementation of Christian Religious Knowledge Curriculum in Primary Schools in Kaduna state” has been performed by me in the Department of Education under the supervision of Rev Father (Dr) J.H. Mamman and Dr. Benedict Umaru. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis has been previously presented for another degree at any university.

Onovughe Sunday

Signature

Date

CERTIFICATION

This thesis entitled “An Evaluation of the Implementation of Christian Religious Knowledge Curriculum in Primary Schools in Kaduna State” by Onovughe, Sunday meets the regulations governing the award of the degree of Masters of Education, Christian Religious Studies (M.Ed. CRS) of the Department of Education, Faculty of Education, Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late parents Mr. and Mrs. Ben Onovughe, my wife Susan and my children: Dorcas, Endurance, Precious, Deborah, Joshua and Sarah.

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ABSTRACT

This research examined the problems hindering the successful teaching of CRK in Kaduna state. It is observed that Christian Religious Knowledge in our primary schools in Kaduna state is not yielding the desired result; inspite of various workshop carried out by National Association of Bible Knowledge Teachers of Nigeria to improve and promote the teaching of the subject in the past. Again available records reveal that Christian Religions Knowledge is one of the oldest subjects in the school curriculum in Nigeria even though it came late to the North (Kaduna State) in 1914. As one of the earliest subjects in the school curriculum one expects that there would have been much progress and less problem in the teaching of the subject, but a close observation revealed that pupils are not morally sound, teachers attitudes are not encouraging among other things. This study is therefore undertaken to evaluate the implementation strategy of the Christian Religious Knowledge curriculum in Kaduna state primary schools and to highlight the problems militating against the attainment of the desired objectives and how this problems may be solved. The areas examined include: qualification of CRK teachers, method of teaching, teaching aids and mode of assessment. The findings reveal that teachers still use the traditional methods of teaching; the primary schools lack facilities and materials for effective teaching and learning of the subject. Four hypotheses are raised and tested. T – Test and analysis of variance were used to test if there is any significant difference in the subject's responses. Several findings were made: It was discovered that there are many qualified teachers teaching in primary schools in the state, but only a few are qualified Christian Religious Knowledge teachers; they lack adequate textbooks for teaching the subject.

It is therefore recommended that adequate facilities (teaching aids) should be made available. Qualified CRK teachers should be employed to teach the subject in all the primary schools in the state. CRK teachers should use teaching methods that will motivate pupils in learning the subject.

ABBREVIATIONS

C.R.K	=	Christian Religious Knowledge
S.P.E.B	=	State Primary Education Board
M.O.E	=	Ministry of Education
S.U.B.E.B	=	State Universal Basic Education Board
E.R.C	=	Educational Research Centre
N.E.R.C	=	National Education Research Council
I.D.	=	Inspectorate Division
C.M.S	=	Church of Mission Scotland
S.U.M	=	Sudan United Mission
S.I.M	=	Sudan Interior Mission
U.B.E	=	Universal Education Board
U.P.E	=	Universal Primary Education

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